DOCUMENT RESUME

ED 231 785 SP 022 645

AUTHOR Van Horn, Kathleen L.
TITLE The Effect of the Utah Pupil/Teacher Self-Concept on the Invitational Verbal Behavior of Secondary Teachers. A Summative Evaluation.
INSTITUTION Logan City School District, UT.
SPONS AGENCY Utah State Office of Education, Salt Lake City.
PUB DATE 83
NOTE 52p.; Portions of this paper presented at the Annual Meeting of the Alliance for Invitational Education (Greensboro, NC, 1983).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Behavior Change; Change Strategies; Communication Skills; *Program Effectiveness; Secondary Education; Secondary School Teachers; *Self Concept; *Self Evaluation (Individuals); *Student Teacher Relationship; Teacher Behavior; Teacher Effectiveness; Teacher Improvement; Teaching Styles; *Verbal Communication
IDENTIFIERS *Utah Pupil Teacher Self Concept Program

ABSTRACT

Research assessed the effectiveness of the Utah Pupil/Teacher Self-Concept Program in changing specific teacher verbal behaviors related to self concept. Subjects were secondary school teachers in the Logan City and Cache County School Systems, Utah. An experimental pre-post control group design was employed with 12 teachers in the experimental group and 10 teachers in the control group. Pre-treatment observations were conducted in all teachers' classrooms for one full day each. Experimental teachers then participated in a 10-week training class that taught them to use the program's verbal behaviors. At the end of this class, post-treatment observations were conducted in all teachers' classrooms. The independent variable was the experimental treatment (the program course) while dependent variables were the use frequencies for specific teacher behaviors. Analyses of covariance (with the pre-scores as the covariate each time) were used to analyze the observation data. Eight significant differences in group performance were found in favor of the experimental group. Experimental teachers learned to recognize their individual use of judgmental behaviors and to replace those behaviors with appropriate descriptive strategies in a high incidence of pertinent interaction situations. (Author/JMK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED231785

The Effect of the Utah Pupil/Teacher Self-Concept Program on the Invitational Verbal Behavior of Secondary Teachers

A Summative Evaluation*

Kathleen L. Van Horn

Logan City School District

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Kathleen L. Van Horn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Running Head: Teacher Verbal Behavior and Pupil/Teacher Self-Concept

*Portions of this paper were presented at the 1983 Annual Meeting of the Alliance for Invitational Education, University of North Carolina at Greensboro, Greensboro, N. C.
This research was supported by a Title IV-C, Utah State Office of Education grant administered by the Logan City School District

SP 022 446

Abstract

The purpose of this research was to assess the effectiveness of the Utah Pupil/Teacher Self-Concept Program in changing specific teacher verbal behaviors related to self-concept. The Program is based on a prototype with demonstrated positive pupil and teacher outcomes at the elementary level. Four individualized modules are designed to train teachers to communicate descriptively rather than judgmentally. The learner moves from a comprehension level through a recognition level to an application level on each specific behavior taught. These behaviors embody a verbal application model for the theory of invitational education. Each strategy provides a theory-linked skill. Acquiring these skills enables the classroom teacher to implement the invitational education theory. The program is now suitable for both elementary and secondary teachers. A pilot test and a preliminary field test were conducted with secondary in-service teachers to collect formative evaluation data on the newly developed program (Van Horn, 1982). Next, a Main Summative Field Test was conducted on the revised Program. The hypothesis examined was: Trained secondary teachers will exhibit measurable change in their daily use frequencies of the Program verbal behaviors when these behaviors are taught. The subjects were secondary junior high and high school teachers in the Logan City and Cache County School Systems, Utah. An experimental pre-post control group design was employed with twelve teachers in the experimental group and ten teachers in the control group. Pre-treatment observations were conducted in all teachers' classrooms for one full day each. The experimental teachers then participated in a ten-week training class learning to use the Program verbal behaviors. At the end of this class, post-treatment observations were conducted in all teachers' classrooms. The independent variable was the experimental treatment (the Program course) while the dependent variables were the use frequencies for the specific teacher behaviors. Analyses of covariance (with the pre-scores as the covariate each time) were used to analyze the observation data. Eight significant differences in group performance were found in favor of the experimental group. The experimental teachers learned to recognize their individual use of the judgmental behaviors and to replace those behaviors with appropriate descriptive strategies in a high incidence of pertinent interaction situations.

Effect of the Utah Pupil/Teacher Self-Concept Program on the Invitational Verbal Behavior of Secondary Teachers A Summative Evaluation

Introduction

Emerging from the vast self-concept literature of the seventies are three distinct areas which seem most related to the proeess of creating a positive and caring life view in the classroom: (1) the significance of positive self-concept, (2) the sources of such a self-concept, and (3) the self-concept as a directing force or guidance system for behavior (Purkey, 1978). Sometimes self-concept is defined, but most of the time it is not. Assumptions are made as to the meaning of the construct. For our purposes, self-concept will be defined as a continuously active system of subjective beliefs about one's personal existence that guides behavior choices (Purkey, 1978). A possible, implied working definition could be recognizing one's own strengths and weaknesses and dealing with both constructively when choosing thoughts, feelings, or actions in a given role.

It follows that the teacher and students in any classroom interact to create a shared environment. This environment operates according to a set of values and beliefs (Joyce and Weil, 1980). Such "rules" reveal agreements about what is important and determine the participants' view of reality. Furthermore, exposure to a particular teaching/learning environment for a reasonable time leaves students to construct or reconstruct reality in ways similar to that environment. If the chosen teaching model fosters a positive and caring life view due to the kind of realities

admitted to the classroom, students will learn to adopt such a life view. The teacher has many tools with which to create a positive and caring view of life for students. Among these tools are the physical arrangement of the environment, the activities in which students engage during the learning process, all the non-verbal cues exchanged between teacher and students, and all of the verbal messages sent from the teacher to the students. Very often the teacher's verbal messages are the weakest tool in this repertoire.

The learning self-concept of any student is directly related to the classroom environment in which that student lives. Likewise, the teacher's self-concept as a teacher is also related to that same environment. Evidence supports the effect of teacher communication styles on, at least, students' self-concepts. Some researchers have dealt with this effect at the preschool and/or elementary levels (Borg, 1977; Ascione and Borg, 1980; Van Horn, 1980; Bandura, 1977; Canfield and Wells, 1976; Duncan and Biddle, 1974; Felker, Stanwyck, and Kay, 1973; Aspy, 1973; Felker and Thomas, 1971; Krop, Calhoon, and Verrier, 1971; Stoffer, 1970; Traux and Tatum, 1966; Bandura and McDonald, 1963; and Marlow, 1962). Others have dealt with the same effect at the secondary level (Wheeler, 1980; Quinn, 1977; Inglis, 1976; Purkey, 1975; Purkey and Avila, 1971). Accumulatively, these studies show that verbally descriptive messages tend to have positive effects on students while verbally judgmental messages tend to have negative effects, and that students of all ages are equally vulnerable to a teacher's verbal messages. The teacher who uses verbal description describes the ongoing situation instead of evaluating the personalities of the students involved. The teacher who uses verbal judgment evaluates the personalities of students.

Both theory and anecdotal evidence also support the importance of training teachers to use descriptive verbal communication styles in the classroom (Purkey, 1978; Gordon, 1970, 1977; Ginott, 1972). Since much of the communication between teachers and students is verbal, the students are assumed to learn from the teacher's words what kind of individuals they are. For instance, Purkey's (1978) teacher invitations to be responsible, be capable, and feel valuable, as perceived by students, imply that using verbally descriptive messages is preferable to using verbally judgmental messages in the classroom.

Finally, significant relationships have been found between pupil self-concept and both academic achievement (Kifer, 1975; Weikart, 1971; Good, Biddle, and Brophy, 1975; Wattenberg and Clifford, 1964; Richmond and Dalton, 1973; and Purkey, 1970) and classroom behavior choices (Purkey and Avila, 1971; Shiffler, Lynch-Sauer, and Nadelman, 1977). According to the above literature, a student's self-concept functions as both a determinant and an outcome of changes in achievement level and appropriate behavior choices. As Spears and Deese (1973) have indicated, a student's self-concept does not cause the student to misbehave in the classroom; instead the disruptive student has learned to see himself as a trouble-maker and behaves accordingly. If, as these authors suggest, self-concept is positively related to academic achievement and/or classroom behavior, teacher strategies that attempt to invite students to think well of themselves are, indeed, worthwhile teacher education materials. Verbal description is one such teacher strategy.

Based on the evidence discussed, the identification of descriptive teacher communication styles is one method of encouraging students to choose

to think well of themselves at school. Therefore, developing in-service programs which train teachers to use these identified behaviors is justified. One training course of this type has been thoroughly developed at the elementary level (Borg, 1977; Ascione and Borg, 1980; and Van Horn, 1980). The course was developed according to an existing training model (Borg, 1975, 1977) to teach verbal skills. The training model is designed to bring each teacher from a comprehension level, through a recognition level, to an application level on each specific verbal skill taught. Direct evaluation of this course provides the most empirical evidence that teachers choose to change their verbal behavior as a result of training with a particular teaching model and that the changes seem to favorably effect student self-concept.

Development of the Elementary Self-Concept Program

Between 1974 and 1979 three experimental group design studies were conducted by the members of the Utah State University research team developing the course materials. Both teacher and pupil outcomes were tested in these three studies, since the subjects were in self-contained elementary classrooms which allowed necessary experimental control. In all of these three studies, the experimental teachers significantly changed their use frequency of the program's verbal behaviors in the classroom ($p < .05$ and .01) as a direct result of training (Borg, 1977; Ascione and Borg, 1980). In the first evaluation and follow-up study run from 1974-76, the experimental pupils did not show self-concept gains significantly above the control pupils as measured by the Piers-Harris Children's Self-Concept Scale. Study number two, 1977-78, and study number three, 1978-79, were focused on handicapped students in mainstreaming classrooms.

During the 1977-78 study, the pupil sample was divided into handicapped, normal non-minority, and minority sub-samples. The handicapped students did not differ significantly in self-concept as measured by the Self Observation Scale. However, by the end of the 1978-79 study, significant differences in pupil self-concept in favor of the experimental group handicapped pupils did emerge. The Piers-Harris Children's Self-Concept Scale and a newly developed scale, The What I Think Scale, were used to measure self-concept in this final study. The WITS scale correlated .81 with the Piers-Harris Scale (Ascione and Borg, 1980). For both measures, experimental handicapped pupils' post scores no longer differed significantly from scores for non-handicapped minority and nonminority pupils. The program had positive effects on the identified target sample.

Van Horn (1980) also achieved both positive teacher and pupil effects as a result of training elementary teachers to use the strategies in this program. Four teachers were taught to use the behaviors as part of an in-service course. A single subject, multiple-baseline design was used to determine teacher effects. The first teacher was the main subject, and the study was then directly replicated three times using the other three experimental teachers. Data on these four subjects were collected through observation of program-related teacher behaviors. Results from the teacher data indicated that elementary teachers will indeed exhibit changes in their use frequency of the Elementary Self-Concept Program verbal behaviors when each of these behaviors is taught. The use of judgmental behaviors decreased in frequency while the use of descriptive behaviors increased in frequency (see Appendix A). A quasi-experimental design was used to assess pupil effects as a result of teacher training. The pupils in the four trained teachers' classes served as the experimental

group. The control group consisted of the pupils in three comparable teachers' classes. These teachers were not trained; therefore, the pupil control group received no treatment. The Piers-Harris Children's Self-Concept Scale was administered before and after the in-service course was taught. Results from this data collected in elementary classrooms indicated that pupils whose teachers are trained to emit the program's specific language skills receive significantly higher self-concept scores than pupils whose teachers are not trained, provided there are no other communication styles used in the classroom than that of the trained or untrained teacher.

Purpose of Present Study

Given the cited research evidence, not only was it important to train teachers to deal with the self-concept in the classroom, but one training program with demonstrated effectiveness had been developed at the elementary level. The training model employed in this program was powerful. Trained teachers learned to use the specific behaviors consistently enough to have a measurable positive effect on their students' self-concepts. Furthermore, these teachers also reported a more favorable atmosphere in their classrooms which tended to help them feel better about their teaching. The problem then, was that although there is a similar need for a valid in-service program to train secondary teachers to use these strategies, the available program was designed for use only at the elementary level. Material searches conducted in 1979-80 and again in 1980-81 to find similar teacher training materials at the secondary level revealed no such materials based on this training model to exist. Therefore, a three year program was proposed, funded and begun in the fall of 1979 to ensure development of a secondary program. The research was

funded by a Title IV-C Grant administrated by the Utah Office of Education and the Logan City School District. The final evaluation study was completed by the end of June 1982. The broad purposes of this research were: (1) to develop a training course for both elementary and secondary teachers using the original elementary program as a prototype, and (2) to test the training model employed with secondary teachers.

Problems Encountered

A major problem of this study was the impossibility of conclusively measuring the pupil effects. At the secondary level changes in pupil self-concept as a result of changes in teacher behavior cannot be conclusively measured unless all of the teachers whose verbal behavior affects that pupil all day long are trained. This means that at least all the teachers of one grade level would have to be trained to use the program behaviors before pupil changes in self-concept could be effectively measured. The logistics of training, for instance, all of the ninth grade teachers in a junior high and observing them were well beyond the funds and personnel of this project. The fact that pupil effects can be effectively measured in the self-contained classroom of an elementary teacher generated the sole use of elementary classrooms in all of the previous research cited above which has been done on this kind of teacher education material.

Conversion of the USU Pupil Self-Concept Program to an Elementary/Secondary Program

To date, the following research and development steps (Borg and Gall, 1979) have been completed to create this new program: (1) During 1979-80, a Pilot Field Test was conducted at the secondary level using

the prototype USU Pupil Self-Concept Program designed only for elementary classrooms. The purposes of this Pilot Field Test were: (a) to collect data on the prototype behaviors in order to adapt them for secondary use, and (b) to discover other specific behaviors used by secondary teachers in order to apply Program concepts in their classrooms. All of the feedback data collected from the two secondary teacher consultants employed in this Pilot Field Test were studied and analyzed for incorporation into the new Program materials. Part of these data were also collected through direct observations in the teacher consultants' classrooms. The purpose of those observations was solely to instruct them in the use of the Program behaviors. (2) Concomitantly, a thorough review of the most recent theoretical and research literature in the area of teacher effects on pupil self-concept at the secondary level was conducted. This review produced new sources of concept theory, but did not reveal the existence of any comparable in-service training materials. (3) During 1980-81, the Pilot Field Test data and the first year's materials search data were utilized to reconceptualize and design the modules in the new Utah Pupil/Teacher Self-Concept Program for use at both the elementary and secondary levels. As a result, a basic overlying concept for the entire Program emerged. An introductory module was developed to teach this concept. All but one of the original specific teacher behaviors (see Appendix B) are included in the new Program, while some new behaviors have been added. All behaviors are now illustrated for use with both elementary and secondary students. (4) A Preliminary Field Test was then carried out on the new Program to collect formative data. The independent variable was the Program course and the dependent variables were the use frequencies of each relevant behavior per teacher over one class day's time. A single-

subject multiple-baseline design was used. Treatments, in the form of a class in which all the behaviors were taught, were delivered to the two subjects at the same time. Data were collected on each teacher's use of the specific behaviors before the study began and after each individual set of behaviors was taught. Thus, Teacher B constituted a simultaneous replication of the study done on Teacher A. All classroom performance data were graphed consecutively on each teacher's set of graphs and thoroughly analyzed. The results of this analysis were favorable in all instances. Both secondary junior high teachers were able to utilize all of the descriptive Program behaviors in their classrooms. They learned to recognize their individual use of the judgmental behaviors discussed in the Program and to replace them with appropriate descriptive strategies in a high incidence of all pertinent interactions. In spite of limited practice time, each teacher came very close to the 80% criterion use level of descriptive versus judgmental behaviors. (According to previous research on the teaching model, cited above, at least four weeks practice time after the strategies are taught is necessary to achieve consistent use of each behavior. These teachers only had one week of extra practice time.) Teacher A achieved 73%, and Teacher B achieved 63% use of descriptive remarks out of all pertinent remarks tallied in the criterion observations (see Appendix C). Both teachers met the established use criterion for each individual behavior, as well as the 80% mastery criterion on all written tests. (5) Another materials search of the most recent literature in the field was also conducted. (6) All Program materials were then revised according to the data from the newest search and from the Preliminary Field Test.

Therefore, it was tentatively concluded from the evaluation data

already collected on the new Program that secondary (junior high) teachers will exhibit practical levels of change in their use frequencies of the Utah Pupil/Teacher Self-Concept verbal behaviors when each of these behaviors is taught, that secondary (junior high) teachers must learn to recognize judgmental behaviors pointed out in the Program before they can replace them with descriptive Program behaviors, and that most of the descriptive behaviors taught in the Program do not appear without specific training anymore at the secondary level than they did at the elementary level.

The Summative Evaluation

Given the positive Preliminary Field Test results on the elementary-secondary Utah Pupil/Teacher Self-Concept Program, the specific purpose of the final phase was to conduct a Main Summative Field Test with in-service junior high and high school teachers to further determine the effectiveness of the revised Program in changing secondary teacher performance related to pupil self-concept. A more conclusive answer to one major question was sought: Will the teaching model effectively change secondary teachers' use of descriptive versus judgmental verbal messages? The following null hypothesis was tested to answer this question: Secondary in-service teachers trained to use the Program behaviors will not obtain significantly higher adjusted post-treatment means on eleven measures of teacher performance than will teachers who are not trained.

The Measure

The summative measure of the dependent variables (the eleven teacher behaviors) was the objective Teacher Behavior Observation Form used in the Preliminary Field Test (Appendix D). When Pre-treatment

data were collected on the Control and Experimental teachers, each teacher was given a code number. Observers, who collected the data, did not know to which group a teacher belonged. Such an arrangement gives reasonable assurance of unbiased observation of the behavior changes after treatment. Before collecting the Pre-treatment data the observers were trained until they reached an inter-rater reliability agreement of at least .80 on the total occurrences of each behavior during a specified time. Actual observations to collect data lasted a full school day (approximately 5 hours). Previous research has shown that the specific behaviors have an equal chance to occur at a given frequency whether the observations are done in five one-hour increments on different days or in one five-hour increment on one full school day (Van Horn, 1980). Observers were retrained prior to collecting the Post-treatment data. A total of 29 reliability probes were run during the actual data collection. Observers reliability ranged between .68 and .99 during these probes (Table 1).

Research Subjects

The sample consisted of twenty-three secondary teachers presently teaching in the Logan City and Cache County junior/senior high schools, Utah. Because teachers cannot be required to participate in programs of this kind, the teacher sample was made up of volunteers. However, since in practice, in-service training programs are nearly always voluntary, the results should generalize reasonably well to operational programs. Twenty-four teachers were randomly chosen from this volunteer sample pool, twelve for each group. Twelve subjects participated in the experimental group until the end of the study. However, during the post-observations, two members of the control group had to be eliminated.

Table 1

Interrater Reliability Based on Twenty-Nine 60-Minute Observations of 16 Behaviors

Behavior	Product Moment Correlation
Modeling	.96
Positive Prompts	.99
Pupil Positive Remark	.97
Teacher Reinforcement	.96
General Praise	.98
Appreciative Praise	.87
Evaluative Praise	.79
Descriptive Prompts	.94
Active Listening	.90
Verbal Judgment & Labeling	.83
Direct Commands	.93
Inviting Cooperation (mild Problem Time)	.94
Inviting Cooperation (Problem Time)	
Describes Situation	.68
Describes Concrete Effect	.77
Describes Feelings[a]	--
Describes Desired Behavior	.83

[a]A coefficient could not be computed for this behavior.

Their teaching assignments had changed from the beginning to the end of the study, and we could not collect a full day's continuous observation in their classrooms.

Research Design

The Main Summative Field Test employed an experimental design with randomly assigned volunteer subjects. There were twelve teachers in the experimental group and ten teachers in the control group. The experimental group received a treatment, training with the Utah Pupil/Teacher Self-Concept Program, designed to produce a measurable change in their applicable classroom behaviors. This treatment is the independent variable and the teachers' use frequencies of each specific behavior are the dependent variables. It was not possible to provide another treatment for the Control Group, since there was only enough time and funds for the researcher to teach one treatment class. All teacher competencies were measured for each group before and after the experimental group was trained to use the behaviors. Pre- and post-treatment data were collected using the Teacher Behavior Observation Form. Teachers were directly observed interacting with their pupils for approximately four and one half hours each time data were collected.

Description of the New Training Program For Both Elementary and Secondary Teachers

The Utah Pupil/Teacher Self-Concept Program consists of four competency-based teacher training modules. Each module deals with a particular concept and presents a few specific skills the teacher can use to apply the concept in the classroom. These skills are called the behavioral indicators. Each module contains: (1) A Student Guide--

Description of the Concept and behavioral indicators, two recognition lessons/keys, one application lesson/key. (2) A Recognition Test/Key--a situational class script in which the teacher must recognize underlined examples of the module verbal behaviors. (3) An Application Test/Key--a situational classroom script in which the teachers must supply the module verbal behaviors at keyed places using their own words. Table 2 summarizes each module.

Table 2

Specific Teacher Behaviors Covered in

The Utah Pupil/Teacher Self-Concept Program

Module 1--Introduction to Verbal Description Versus Verbal Judgment

A. Background of the Utah Self-Concept Program as a Protocol Module Program

B. Development of the Utah Self-Concept Program, 1973-1982

C. The issue of problem ownership
   1. Student owns the problem
   2. Teacher owns problem
   3. Teaching-learning time (No-Problem Time)

D. Influence Versus Power
   1. INFLUENCE is using earned authority to communicate true information about ourselves and our needs to our students.
      a. Influence can allow change of mind without loss of face.
      b. Mind change can equal attitude change.
      c. Result can be permanent behavior change through individual choice.
   2. POWER is using power-based authority to choose rewards or punishments for the purpose of forcing students to change their behavior.
      a. Observable behavior may change.
      b. Attitudes usually don't change as the result of a power struggle.

Table 2 (cont.)

Specific Teacher Behaviors Covered in

The Utah Pupil/Teacher Self-Concept Program

E. Verbal Description (the language of Influence) versus Verbal Judgment (the language of Power)
   1. Verbal Description describes the situation at hand
      a. Use of Verbal Description in all student/teacher interaction achieves Influence
      b. Verbal Description statements can be either objective or subjective
      c. Such descriptive statements can be used in all conditions to allow both teacher and student positive self-concept growth

   2. Verbal Judgment is evaluating the personalities of students instead of describing the situations in which they are involved
      a. Use of Verbal Judgment in student/teacher interactions creates resentment and rebellion, the results of a power struggle
      b. Verbal Judgment statements can seem positive, but are always negative in effect on students and the classroom atmosphere
      c. Situations and feelings created by such statements tend to harm student and teacher self-concept

F. Changing verbal habits

G. Self-Evaluation Tests over major concepts

Module 2--Verbal Description When Students Own Problems

A. Descriptive Prompt (DP)--The teacher makes a statement objectively describing visible clues which suggest a student owns a problem and/or asks a question inviting the student to talk (or continue talking) about the problem. The teacher speaks first.
   Examples:

   Your eyes look sore and you're not reading, Annette.

   Some of these problems didn't seem clear to you, Bert. Can I help?

   Being late so much is causing you to miss important points in this class. Would you like to talk about it?

Table 2 (cont.)

Specific Teacher Behaviors Covered in

The Utah Pupil/Teacher Self-Concept Program

B. Active Listening (AL)--The student speaks first. The teacher makes a statement subjectively describing what was heard. The statement reflects and clarifies the student's spoken feelings, problem or complaint.
Examples:

Student: I wish I was home where I knew everyone in my class.
Teacher: You are feeling lonely since you don't know anyone here yet.

Student: I guess I don't need to worry about that lost book now.
Teacher: You're not going to do anything about it until the end of the year.

Student: I know I did better than the grade you gave me!
Teacher: You feel you deserved a higher grade.

1. If the students own a problem, the Active Listening Process allows them to find their own solutions.
2. If the students simply state an opinion with which the teacher disagrees, the Active Listening process allows the teacher to acknowledge their perception and experience while creating an unemotional chance for the teacher to describe his/her own preference.
3. Active Listening creates opportunities to influence students.

VERSUS

C. Verbal Judgment (VJ)--The teacher makes a statement or asks a question which diagnoses the student's spoken or unspoken problem (feelings). The remark may label the student's character.
Examples:

You should be ashamed to be so irresponsible.

You could have done better, if you'd practiced.

Why can't you leave other people alone?

D. Negative Verbal Judgment and Labeling statements can be used in all of the same situations in which the teacher can

Table 2 (cont.)

Specific Teacher Behaviors Covered in

The Utah Pupil/Teacher Self-Concept Program

---

use Active Listening and Descriptive Prompts

1. The Verbal Judgment remark negatively evaluates and/or labels the students personally.
2. The student's perception and experience is denied.
3. Emotions escalate until both teacher and student own a problem.

E. Active Listening can be used impersonally to create exciting content- or student-centered discussions

1. Active Listening allows the teacher to acknowledge and reflect student opinions.
2. If students are not judged, they will be more likely to share their ideas and opinions in class.

F. Recognition Lessons/Keys

G. Application Lesson/Key

Module 3--Verbal Description that Invites Student Cooperation

A. Inviting Cooperation (IC)--The teacher uses Verbal Description to tell students correct information about the teacher whenever their cooperation is needed in the classroom or at school.

THERE ARE THREE SITUATIONS IN WHICH YOU CAN USE INVITING COOPERATION:

1. You can use Inviting Cooperation when you only have a mild problem, i.e., you want everyone's attention. You will make a remark that asks a student to do something right away or in the very near future. The remark can be either a statement or a question.
   Examples:

   I need to have someone pass out the books.

   Let's get out the yardstick and find out.

   How about your working on number 4, please?

2. You can use Inviting Cooperation when you FIRST own a problem (some behavior falls below your acceptance line, and you must confront a student).

Table 2 (cont.)

Specific Teacher Behaviors Covered in

The Utah Pupil/Teacher Self-Concept Program

---

3. You can use Inviting Cooperation when there is an accident or sudden occurrence and BOTH you and your student(s) own a problem.

   THERE ARE SIX POSSIBLE STEPS THAT CAN BE USEFUL ALONE OR IN SOME SEQUENCE IN SITUATIONS 2 AND 3:

   Step 1: Objectively describe what you see--camera point of view.
   Step 2: Subjectively describe the concrete and tangible effect of the situation or behavior--your own personal point of view.
   Step 3: If you are feeling a great deal, subjectively describe your primary feelings generated by the concrete and tangible effect, your unmet needs.
   Step 4: If possible, wait momentarily for students to choose a behavior change without shifting your attention.
   Step 5: Subjectively describe the desired behavior change: You can (1) offer a choice of acceptable behaviors, (2) describe one, or (3) ask a student to review a rule or policy. In case of a sudden occurrence, can describe action needed and immediately help carry it out.
   Step 6: Alternate between Inviting Cooperation and Active Listening as necessary to solve problems in the classroom.

   Examples:
   (Step 5 alone) Donald, you need to decide to stay in the study area and work or to leave and work alone at the back desk.

   (Step 1) The books fell just as the bell rang.

   (Step 2) They'll get torn.

   (Step 3) Let's pick them up quickly so we can both get to class.

   (Step 1) We'd like to hear the record . . . (momentary wait --Step 4)

   (Step 2) . . . and that bumping noise disturbs our hearing.

   (Step 1) There's ink on everything, my books, your clothes!

Table 2 (cont.)

Specific Teacher Behaviors Covered in

The Utah Pupil/Teacher Self-Concept Program

(Step 2) I can't get this mess cleaned up and get ready for class.

(Step 3) I'm disgusted!

(Step 5) How about you boys doing this, while I finish getting ready?

VERSUS

B. Verbal Judgment (VJ)--The teacher uses verbally judging remarks to tell students (1) incorrect information about themselves and/or (2) what to do. Direct Commands are often used in Inviting Cooperation situations. Such direct commands are Verbal Judgment.
Examples: (Mild problems--you can compare these to the examples above)

Pass out the books. (direct command)

Get the yardstick and find out. (direct command)

Quit talking so we can start. (direct command)

(You first own the problem or there is a sudden occurrence)

Go to your own desk and work since you can't work with us. (direct command plus a Verbal Judgment telling student incorrect information. The student could work with the group, but just isn't at the present moment.)

How can you be so clumsy? (labeling) Pick those books up right away. (direct command)

Be quiet back there! (direct command)
No consideration . . . (verbal judgment--incorrect information)

You're disgusting. (verbal judgment--incorrect information)
Look what a mess you've caused. (direct command--blaming)

1. All forms of Verbal Judgment must be avoided in Inviting Cooperation situations.
2. Commands imply lack of trust in the student's judgment to solve a problem or behave as the situation demands.

Table 2 (cont.)

Specific Teacher Behaviors Covered in

The Utah Pupil/Teacher Self-Concept Program

---

3. Commands don't give the student a chance to act of his own free will, to choose to cooperate because his perception has changed.

C. Recognition Lessons/Keys

D. Application Lesson/Key

Module 4--Verbal Description for No-Problem Time

Praise Behaviors:

A. Appreciative Praise (AP)--The teacher objectively and specifically describes the student's act. The statement may also subjectively describe the teacher's personal feelings about that act. The teacher may also thank the student while clearly naming the act. (verbal description)
Examples:

I liked the way you paused before that word.

That was a lovely song with a haunting, sweet melody. It sounded as if you really felt the message in the words and music.

You noticed a comma; noticing the commas and pausing helped us understand the meaning.

1. Appreciative Praise is "safe."
2. Student can form positive self-inferences based on such praise statements from a significant other person.
3. Therefore, such praise statements encourage positive self-concept growth.

VERSUS

B. Evaluative Praise (EP)--The teacher subjectively evaluates the student's personality. The teacher praises the person not the act. (verbal judgment)
Examples:

Table 2 (cont.)

Specific Teacher Behaviors Covered in

The Utah Pupil/Teacher Self-Concept Program

It's great to have people like John whom we never have to wait for.

I'm Proud of you. You're a very honest boy.

1. Evaluative praise is "dangerous."
2. Students can learn to depend on such praise statements rather than forming their own conclusions about themselves.
3. Therefore, such praise statements tend to weaken self-concept.

Self-Perception Behaviors:

C. Modeling (M)--The teacher models a positive self-remark. The remark objectively describes the teacher's own act and subjectively describes the positive feelings about that act. (verbal description) Examples:

I'm trying out a new idea that I think will work really well.

It's a good thing I always come to school a little early.

I'm glad I chose to have you work on such an interesting subject.

1. The teacher models making a favorable self-perception statement (and the tendency toward positive self-evaluation).
2. There is evidence that making positive self-perception statements encourages positive self-concept growth.
3. Students can learn from the teacher to make such positive self-descriptive statements.
4. All teacher statements or communication styles are models students copy.

D. Positive Prompting (PP)--The teacher asks questions that invite students to talk positively about themselves. (verbal description) Examples:

What do you like about working by yourself on this report?

What makes you so happy, Tom?

I can see your line drawing pleases you, Cindy, can you tell me why?

Table 2 (cont.)

Specific Teacher Behaviors Covered in

The Utah Pupil/Teacher Self-Concept Program

E. Teacher Reinforcement (TR)--After a student expresses a favorable self-perception, the teacher gives the student verbal reinforcement by agreeing with that perception and/or using Appreciative Praise. (verbal description)
Examples:

Student: My drawings have really gotten better.
Teacher: They certainly have. (TR)

Student: I can! I know it! (She writes the answer on the board.)
Teacher: You certainly did know that, Gerry, you didn't even stop and think! (TR)

Student: I always read the lesson real well.
Teacher: You do read thoroughly, Anita. (TR)

F. Recognition Lessons/Keys

G. Application Lesson/Key

The Treatment Class

The Experimental Treatment consisted of training five junior high and seven high school teachers with the Utah Pupil/Teacher Self-Concept Program modules described above. The first module introduces the major concepts of the program and includes two self-evaluation tests over these concepts. Two class periods were spent on this module. Two to three class periods were spent on the other three modules. In each of these modules, the learner (i.e., each in-service subject in the Experimental Group) is first given a brief description of the three to five specific competencies to be learned in the module. This description is typically 10-20 pages in length and provides a precise operational definition of each

competency, a discussion of how each behavior could be employed in the classroom, and a brief review of any pertinent literature.

After studying the descriptive material and completing a brief self-evaluation test, the learners completed two Recognition Practice Lessons. These lessons are based on transcripts of audio tapes recorded in classrooms. The task is to identify points in the transcript at which the recorded teacher used one of the specific behaviors covered in the module. These lessons include non-examples so that learners must not only discriminate among the behaviors taught in a given module, but must be able to recognize behaviors that do not apply those particular module concepts in the classroom.

The next step for the learners using a Self-Concept module was to complete one Application Practice Lesson. These lessons are also based on transcripts made from audio tapes. However, certain teacher remarks have been omitted from these transcripts, and the learner must write in a remark that fits the context of the classroom situation and also applies one of the teacher competencies in that module. All of the teacher competencies stressed in the Self-Concept Program are verbal behaviors.

Next, the Experimental teachers receiving training planned and carried out a 10-30 minute lesson in their own classrooms in which they attempted to apply the descriptive behaviors and extinguish their use of the judgmental behaviors covered in the module. Each recorded his/her lesson on an audio tape which was then brought to the next class meeting. Teachers worked together in pairs to play back and evaluate their audio tapes. A Listening Guide is provided for each module in order to focus the learner's attention on specific behaviors. The Listening Guides are cumulative so that as the learners progressed through the modules, they were expected

to practice and check their performance on all behaviors learned to date.

The treatment course was conducted approximately between Jan. 1 and March 30, 1982. The course was offered through U.S.U. as an Extension class with three hours of graduate level secondary education practicum credit. It had already been established as a credit U.S.U. course for the past two years during the Pilot Field Test and the Preliminary Field Test. Approximately three class meetings were spent on each module with two meetings a week for six weeks. The last four weeks were practice weeks with only one class meeting a week. During each week of the practice block, the learners planned a lesson designed to practice various combinations of the behaviors they learned in the first part of the class. They then met, and working in teams of two, replayed and evaluated their taped lessons. The main purpose of the last four weeks of training was to give the teachers additional experience in using the behaviors they had learned. Earlier research has shown that, although elementary teachers could use the behaviors after a brief period of training, their use was often clumsy and artificial. More practice was needed for teachers to incorporate the new behavior patterns into their teaching in a natural fashion. A secondary objective of the second four weeks was to give teachers an opportunity to try out different combinations of the behaviors they had learned and to fit these combinations into their own style of teaching. The course is, therefore, purposely designed to use at least ten weeks of time.

Results

In order to test the hypothesis that secondary teachers trained in the Self-Concept Program would have more favorable adjusted post-treatment means on the measures of teacher performance, both pre-treatment and

post-treatment behavior frequencies were computed for each teacher and each behavior category. Since the amount of time observers were in each classroom was not identical for all teachers, each score was adjusted to a 240 minute time base before computing any group means. Pre-treatment, post-treatment, and adjusted post-treatment means for both the experimental and control groups are presented in Table 3.

In general, the data reveal a similar performance for the experimental and control teachers prior to treatment. An analysis of variance on the pre scores resulted in no significant differences. Analysis of variance on the post scores yielded six out of 13 significant differences ($F\ (1/20) = 4.35$, $p < .05$), all in favor of the experimental group. For example, the experimental group used Appreciative Praise more than twice as often as the control group. They also drastically reduced their use of Direct Commands, a judgmental behavior, from their pre-treatment frequency, while the control group remained close to their baseline use. Inspection of the post-treatment means for the two groups indicates that the experimental group performed more favorably on 12 of the 13 measures.

An Analysis of Covariance (with teachers pre scores as the covariate) on the post scores was then conducted to further compare group mean post-treatment performance on each behavior. The use of this procedure allowed control for each subject's initial use of each behavior. The experimental treatment was the independent variable, and the group post-means for the 11 teacher behaviors were the dependent variables. Thirteen separate analyses of covariance were computed, one for each separate dependent variable analyzed, plus one for the combined descriptive behaviors and one for the combined judgmental behaviors. These analyses yielded eight significant differences ($F\ (1/19) = 4.38$, $p < .05$), again all in favor of the experimental group. There was no instance in which

Table 3

Mean Frequency for Experimental and Control Teachers on Program Behaviors

Teacher Behavior	Pre-Treatment			Post-Treatment			Adjusted Post-Treatment		
	Experiment	Control	F	Experiment	Control	F	Experiment	Control	F
Modeling	1.24	.35	4.11	3.67	.40	9.33*	3.71	.35	7.77*
Positive Prompts	1.19	3.99	1.06	5.79	.49	5.41*	5.90	.36	5.38*
Teacher Reinforcement	1.67	3.56	.96	7.05	.69	4.04	7.17	.54	4.00
Appreciative Praise	8.16	11.76	1.94	28.02	13.23	6.18*	28.07	13.17	5.43*
Evaluative Praise[a]	4.10	4.03	.002	.79	4.12	3.13	.78	4.13	3.14
Descriptive Prompts	3.90	7.17	2.37	6.47	3.41	2.12	6.17	3.78	1.15
Active Listening	5.01	6.02	.17	14.78	4.41	3.87	15.11	4.01	4.71*
Verbal Judgment and Labeling[a]	14.08	24.12	2.91	6.22	20.97	15.99**	6.24	20.95	13.18**
Direct Commands[a]	55.26	67.82	1.02	31.78	75.14	12.86**	33.80	72.71	10.80**
Inviting Cooperation Mild-Problem Time	38.70	46.92	.88	68.91	56.02	.78	70.90	53.64	1.42
Inviting Cooperation Problem Time	8.11	15.11	3.17	12.09	13.55	.05	14.88	10.19	.65
Total of Learned Descriptive Behaviors Emitted	67.98	89.26	3.12	146.78	92.21	3.65	153.75	83.85	5.42*
Total of Recognized Judgmental Behaviors Emitted[a]	72.89	90.90	1.11	38.79	100.99	23.98**	40.68	98.72	20.80**

[a]Judgmental behaviors (all others are descriptive)

*$p < .05$

**$p < .01$

the control group's performance significantly exceeded that of the experimental group.

Discussion

These analyses provide strong support to reject the tested null hypothesis. The Utah Self-Concept Program produced significant changes in the performance of the secondary teachers who took the treatment course. The changes were not only statistically significant, but resulted in changes of practical significance: for instance, a large increase in the use of descriptive language accompanied by a correspondingly dramatic decrease in the use of judgmental language during classroom interactions. The teachers who participated in the Program reported that, in general, the Program was effective and had positive effects in their classrooms.

Secondary teachers, as well as elementary subjects in previous studies, usually do have to learn the particular verbal behaviors taught by the course in order to use them in the classroom. Only behaviors that exhibit a very high use frequency, such as Inviting Cooperation when requests are made and Direct Commands to give instructions, appeared with much regularity before training.

Changes made by the experimental group were dramatic in some cases, for example the near doubling of Inviting Cooperation during mild-problem time and the reduction by half of Verbal Judgment and Labeling. It is interesting to note that the experimental group used the high frequency behavior, Inviting Cooperation, at a somewhat lower rate than the control group during the pre-observations. However, their post score was ten instances above the control group, an increase of thirty uses of the behavior in each day's time. It is possible that a ceiling effect caused by time operates to limit the use of such a high-frequency behavior as

this one. Actually, the teacher can only use any of these behaviors as the opportunity arises during the day's class activities. For example, there is likely more opportunity to use Inviting Cooperation to give instructions and make requests than to use Active Listening when students own problems.

In other cases, the changes, though small, reached significance. The Self-Perception behaviors (Module 4)--Modeling, Positive Prompting, and Teacher Reinforcement--usually occur at a low frequency. Several reasons offer explanations. First, teachers seldom Model favorable self-references without specific training. Neither the control nor the experimental teachers really used this skill prior to the beginning of the study. After treatment, the experimental teachers used Modeling an average of three to four times during the observation period (slightly less than once per hour), while the control teachers still failed to display it. Second, some teachers are reluctant to praise their own efforts before a class since they feel like they are bragging (even though the self-perception section of Module 4 specifically addresses this issue). Thus, the significant, but small changes in this variable could reflect a teacher belief about or resistance to using the skill in spite of positive research evidence. (It might be possible to increase teachers' practice of behaviors they may be reluctant to emit by providing even more evidence regarding the skill's effectiveness, as well as greater monitoring and feedback on the teachers' practice.) Finally, although Positive Prompts are designed to increase the occurrence of Positive Pupil Remarks, their use is limited to times when the student appears to be engaged favorably in some activity. Teacher Reinforcement, in turn, cannot be used until a student has spoken a favorable self-remark.

The Program behaviors can be grouped into a set of descriptive language skills and a set of judgmental language usages. The two communication styles are interchangeable. In any classroom interaction one or the other may be used. The most important goal of the Program training is to use Verbal Description behaviors in eighty percent of all relevant interactions between the teacher and the students. The experimental group achieved this goal at the end of ten weeks of practice, while the control group's use of verbal description remained at only forty-five percent. A teacher who speaks descriptively at least eighty percent of the time is likely to create a positive and caring view of life for students. The students of such a teacher may even be encouraged to reconstruct reality in ways similar to the environment they are experiencing.

The favorable response of both elementary and, now, secondary teachers to the Utah Pupil/Teacher Self-Concept Program suggests that it would be attractive on a wide-spread in-service basis.[1] The Program also has demonstrated beneficial effects on both mainstreamed handicapped and regular students' self-concepts in the elementary classroom setting (see research previously cited). It remains for further research to examine the same effect for pupils at the secondary level. Finally, the links between a student's self-concept and both achievement and/or classroom behavior choices in relation to the changes in teacher verbal communication produced by this Program are also further issues for research.

---

[1]The author is teaching a necessarily limited number of local in-service classes and may be contacted at Secondary Education Department, UMC 28, Utah State University, Logan, Utah, 84322.

Relationship of the Program Behaviors to the Invitational Education Theory

The Utah Pupil/Teacher Self-Concept Program behaviors embody a verbal application model for the theory of invitational education. Every specific behavior taught in the program provides a theory linked skill. Acquiring these specific skills enables a classroom teacher to effectively apply and implement the theory of invitational education in the classroom. Invitational education theory is firmly based on the principles of perceptual psychology. A basic tenet of the theory is that motivation is an internal, not an external, force. Therefore, teachers cannot motivate students to learn; however, they can invite students to motivate themselves by providing an environment filled with positive expectations (Purkey, 1978). Verbal description is a tool, a specific communication style, teachers can learn to use in the classroom. When verbal description instead of verbal judgment prevails as a communication style between teachers and students, a positive classroom atmosphere is created. Within that atmosphere only the realities that model a caring life view are permitted, such as remembering to listen actively when students own problems or to confront students whose behavior is intollerable with Inviting Cooperation instead of Verbal Judgment.

According to Joyce and Weil (1980) all models of teaching have either--or both--instructional and nurturant effects. Instructional effects involve how the model achieves its instructional goals. Trained teachers learn to use verbal description behaviors in the classroom at a frequency level significantly above that of untrained teachers. Therefore, the verbal description teaching model exhibits instructional effects. Nurturant effects involve what the student internalizes due to experiencing the model. The

teacher who learns to be verbally descriptive at all times with students influences those students to behave similarly. Therefore, the verbal description teaching model has nurturant effects. It is worthwhile to note that the verbal description skills taught in the program are applicable across all teaching specialties and during both no-problem and problem time in any level of classroom. They are simply positive communication skills applied to teaching.

There are three dimensions for debating the worth of any teaching model--the personal, the social, and the intellective (Joyce and Weil, 1980). The personal dimension involves the quest for meaning and development in the individual's own life. The social dimension involves both the interpersonal aspects of teaching and the obligation to the larger society, i.e., the need to improve society and find meaning in relation to it. The intellective dimension involves offering sources for improved problem solving strategies. All teaching models can be discussed in terms of their relevance to each of these dimensions. Any given model may emphasize and provide specifications for one or more of the dimensions. Investigation of these dimensions sheds light on a major question: What are the relatively permanent effects on a teacher/student living in the environment created by any particular model? Table 4 and Table 5 point out (1) the direct effects of the verbal description model on the teacher as a student of that model, and (2) the indirect effects of the verbal description model on the student influenced by a trained teacher who uses the model.

A distinctly educational value emerges from the above thoughts. That value is the moral validity of the teaching models we choose to use in our classrooms. Such choices of what to instruct and nurture, of how to instruct and nurture are everyday decisions with far reaching personal

and social consequences. Teachers trained to consistantly and intentionally use verbal description tend to invite students, while teachers who, even inconsistently, use verbal judgment tend to disinvite students. By comparison, the verbally descriptive teacher can only hope to create the greatest potential for positive consequences in the lives of those students.

Table 4

Direct Effects of the Invitational Verbal Description Communication Model on the Teacher Who Learns to Use the Model

Type of Direct Effect	Dimension	Specific Effect
Nurturant	Personal	Self-concept of "me" as a teacher grows
Nurturant and Instructional*	Social	Interaction with pupils shifts from judgmental to descriptive
Instructional*	Intellective	Teacher learns specific interaction skills that can be applied in the classroom to create an inviting, positive atmosphere/environment
		Teacher learns to recognize who owns which problems and to create the most teaching/learning time or no-problem time possible

*This is an empirically tested effect, see research cited on Program.

Table 5

Indirect Effects of the Invitational Verbal Description Communication Model on Students of Trained Teachers

Type of Indirect Effect	Dimension	Specific Effect
Nurturant and Instructional*	Personal	Self-concept as learner grows
Nurturant and Instructional	Social	Student copies descriptive skills modeled by teacher
Instructional	Intellective	Student is always invited (given a chance) to accept responsibility for his own behavior choices
		Student learns to exercise self-discipline through model of teacher

*This is an empirically tested effect, see research cited on Program.

References

Ascione, F. R. & Borg, W. R., Effects of a training program on teacher behavior and handicapped children's self-concepts. Journal of psychology, 1980, 104, 53-65.

Aspy, D. A discussion of the relationship between selected student behavior and the teacher's use of interchangeable responses. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, 1973.

Bandura, A. Social learning theory. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

Bandura, A., & McDonald, F. J. Influence of social reinforcement and behavior of models in shaping children's moral judgments. Journal of Abnormal and Social Psychology, 1963, 67, 247-281.

Borg, W. R. "Protocol Materials as Related to Teacher Performance and Pupil Achievement." Journal of Educational Research, 1975, 69, 23-30.

Borg, W. R. Changing teacher and pupil performance with protocols. Journal of Experimental Education, 1977, 45, 9-18.

Canfield, J., & Wells, H. 100 Ways to enhance self-concept in the classroom: A handbook for teachers and parents. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.

Dunkin, M., & Biddle, B. The study of teaching. New York: Holt, Rinehart and Winston, 1974.

Felker, D. E., Stanwyck, D. J., & Kay, R. C. The effects of a teacher program in self-concept, anxiety, and intellectual achievement responsibility. Journal of Educational Research, 1973, 66, 443-445.

Felker, D. W., & Thomas, S. B. Self-initiated verbal reinforcement and positive self-concept. Child Development, 1971, 42, 1285-1287.

Ginott, H. G. Teacher and child: A book for parents and teachers. New York: Macmillan, 1972.

Good, T. L., Biddle, B. J., & Brophy, J. E. Teachers make a difference. New York: Holt, Rinehart and Winston, 1975.

Gordon, T. G. P.E.T.: Parent effectiveness training, the tested new way to raise responsible children. New York: Peter H. Wyden, Inc., 1970.

Gordon, T. G. T.E.T.: Teacher effectiveness training. New York: David McKay Company, Inc., 1977.

Ingis, S. C. The development and validation of an instrument to assess teacher invitations and teacher effectiveness as reported by students

in a technical and general post-secondary educational setting. Unpublished doctoral dissertation, University of Florida, 1976.

Joyce, B. R., & Weil, M. Models of teaching. New Jersey: Prentice-Hall, Inc., 1980.

Kifer, E. Relationships between academic and personality characteristics: A quasi-logitudinal study. American Educational Research Journal, 1975, 12, 91-210.

Krop, H., Calhoon, B., & Verrier, R. Modification of the "self-concept" of emotionally disturbed children by court reinforcement. Behavior therapy, 1971, 2(2), 201-204.

Marlowe, D. Need for social approval and the operant conditioning of meaningful verbal behavior. Journal of Consulting Psychology, 1962, 26, 79-83.

Purkey, W. W. Self-concept and school achievement. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Purkey, W. W. The invitational secondary school. Thresholds in Secondary Education, 1975, 3, 16-19.

Purkey, W. W. Inviting school success: A self-concept approach to teaching and learning. Belmont, California: Wadsworth Publishing Company, Inc., 1978.

Purkey, W. W., & Avila, D. L. Classroom discipline: A self-concept approach. Elementary School Journal, 1971, 6, 325-328.

Quinn, J. The effect of positive stroking on the self-concept of eighth grade students. Unpublished doctoral dissertation, University of Oklahoma, 1977.

Richmond, B. O., & Dalton, J. L. Teacher ratings and self-concept reports of retarded pupils. Exceptional Children, 1973, 40, 177-183.

Shiffler, N., Lynch-Sauer, J., & Nadelman, L. Relationship between self-concept and classroom behavior in two informal elementary classrooms. Journal of Educational Psychology, 1977, 69, 349-359.

Spears, W. D., & Deese, M. E. Self-concept as cause. Education Theory, 1973, 23(2), 144-153.

Stoffer, D. L. Investigation of positive behavioral change as a function of genuineness, nonpossessive warmth, and empathic understanding. Journal of Educational Research, 1970, 63, 225-228.

Thoreson, C. E., & Anton, J. L. Intensive experimental research in counseling. Journal of Counseling Psychology, 1974, 21, 553-559.

Truax, C. B., & Tatum, C. D. An extension from the affective psychotherapeutic model to constructive personality change in preschool children. Childhood Education, 1966, 42, 456-462.

Van Horn, K. L. Teacher strategies to improve pupil self-concept. Unpublished thesis, Utah State University, 1980.

Van Horn, K. L. The Utah Pupil/Teacher Self-Concept Program, Logan, Utah: Utah State Office of Education and Logan City School District, 1982. (ERIC Document Reproduction Service No. ED 213 703)

Wattenberg, W. W., & Clifford, C. Relation of self-concepts to beginning achievement in reading. Child Development, 1964, 35, 461-467.

Wiekart, D. Relationship of curriculum, teaching, and learning in preschool education. Paper presented at the Hyman Blumberg Memorial Symposium on Research in Early Childhood Education, 1971.

Wheeler, R., & Ryan, F. Effects of cooperative and competitive classroom environments on the attitudes and achievement of elementary school students engaged in social studies inquiry activities. Journal of Educational Psychology, 1973, 65, 402-407.

Appendix A: Elementary Teacher Figures

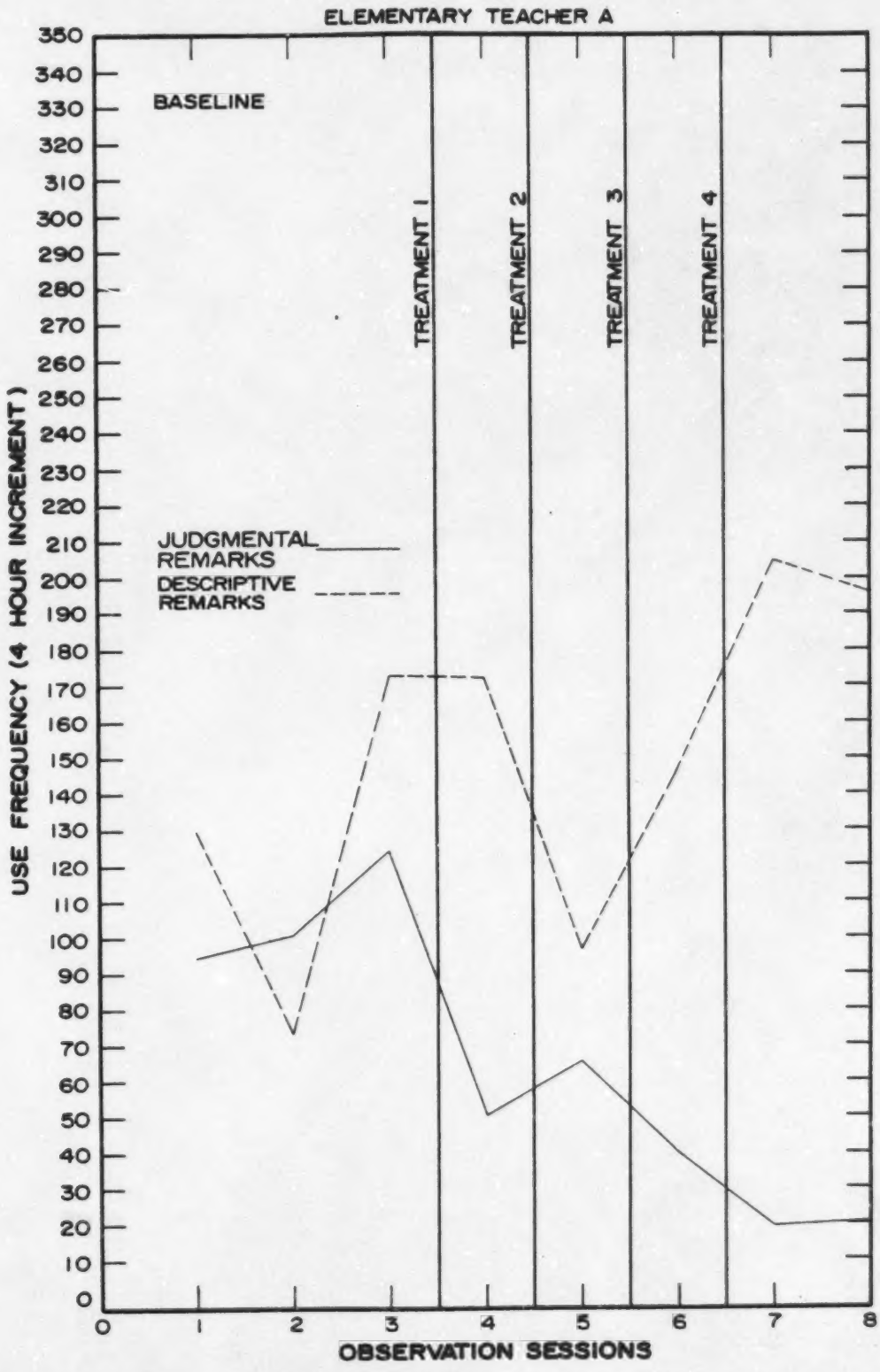

Figure F: Descriptive Remarks versus Judgmental Remarks emitted

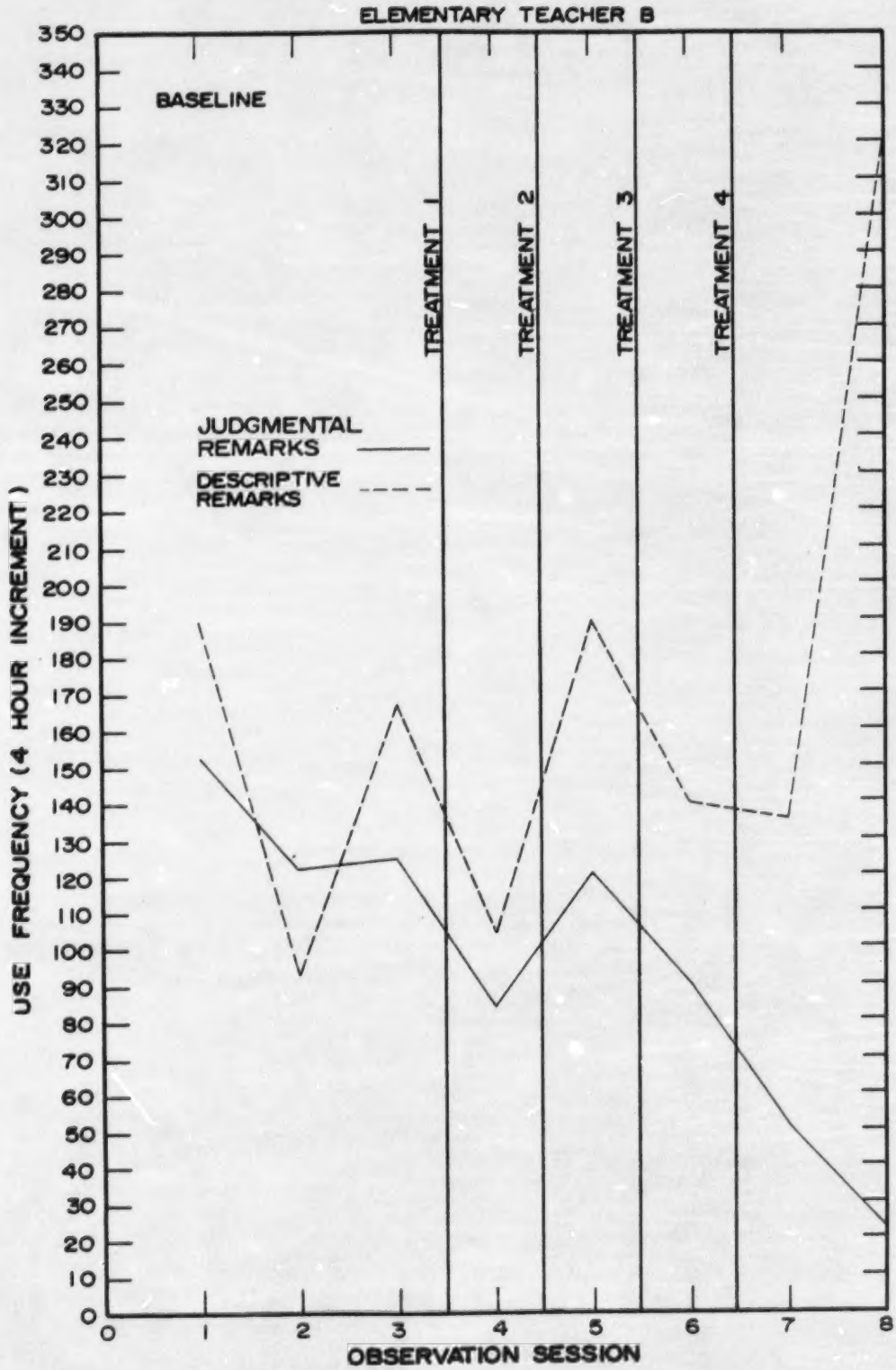

Figure 2: Descriptive Remarks versus Judgmental Remarks emitted

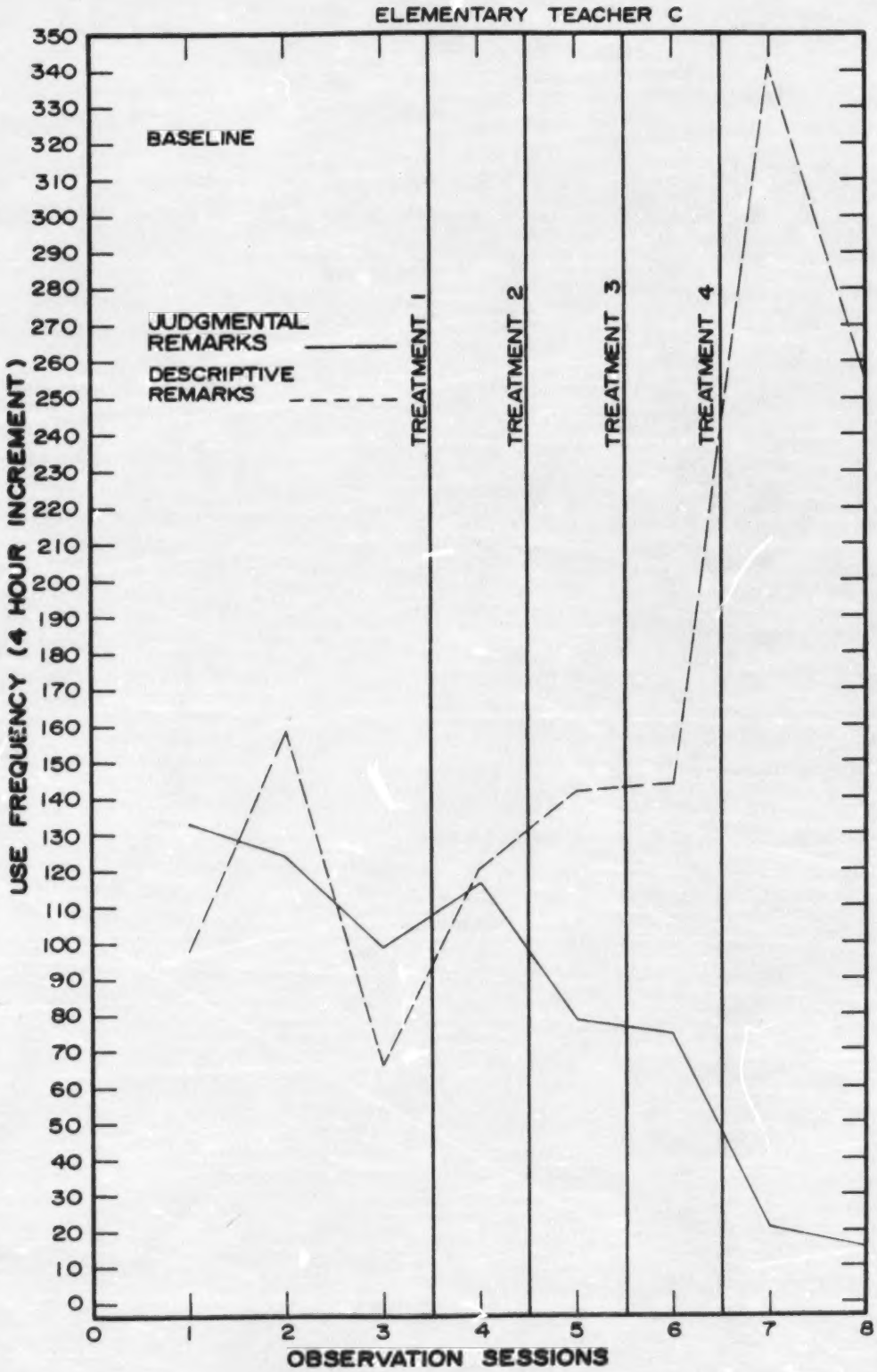

Figure 3: Descriptive Remarks versus Judgmental Remarks emitted

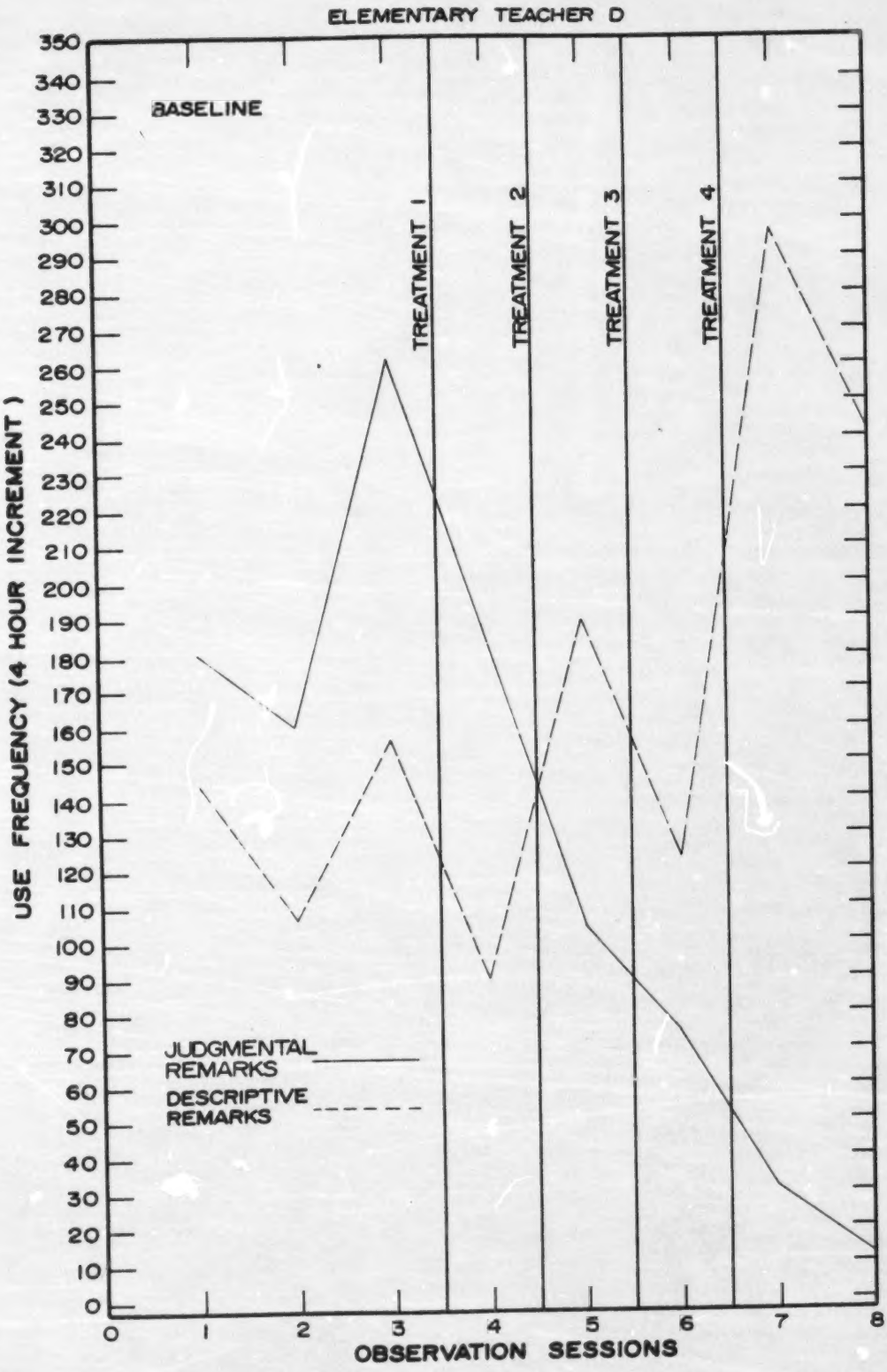

Figure 4: Descriptive Remarks versus Judgmental Remarks emitted

Appendix B

Teacher Behaviors Covered in the Elementary

USU Pupil Self-Concept Program

Module 1--Teacher Anger

1. I Message (I+) as a means of expressing anger: The teacher simply tells the student how some unacceptable behavior is affecting her. That statement usually beings with "I". (positive behavior)
2. You Message (Y-) as a means of expressing anger: The teacher uses "you" in the message and condemns the student for some unacceptable behavior. (negative behavior)
3. "Why Questions (W-) as a means of expressing anger: The teacher asks a student why he is behaving unacceptably. (negative behavior)
4. Sarcasm (S-) as a means of expressing anger: The teacher speaks caustically to the student, insulting him. (negative behavior)

Module 2--Verbal Description (part 1)

Verbal description (positive behaviors)

1. Talking to the Situation (TS+)--The teacher simply describes the ongoing situation (a) when one or more children behave unacceptably, (b) when a child may be hurt, either physically or emotionally, (c) or when the child appears to have a problem. The child does not tell the teacher how he feels first.
2. Restating the Situation (RS+)--The teacher restates and describes a child's spoken feelings, problem or complaint. The child does speak first.

Appendix B (cont.)

Teacher Behaviors Covered in the Elementary

USU Pupil Self-Concept Program

Verbal judgment (negative behaviors)

3. Verbal Judgment and Labeling (VJ-)--The teacher diagnoses a child's spoken or unspoken problem/feelings and makes a remark that judges or labels his character.
4. "Should" and "Could" Remarks (SC-)--The teacher tells a child what he should do and/or tells him what he could have done under certain conditions.

Module 3--Verbal Description (part 2)

1. Appreciative Praise (AP+)--The teacher praises the act not the child's character. She uses VERBAL DESCRIPTION to describe the child's situation, his performance, or accomplishment vividly and exactly and her feelings about it. She may thank the child for his effort.
2. Evaluative Praise (EP-)--The teacher praises the person, not the act. She uses VERBAL JUDGMENT and praises by evaluating personality and judging the child's character. (negative behavior)
3. Inviting Cooperation (IC+)--The teacher uses VERBAL DESCRIPTION in choice statements, descriptive statements, and questions to ask rather than tell children what to do. Fairly immediate action is expected from the child.
4. Direct Command (DC-)--The teacher uses VERBAL JUDGMENT to tell her children what to do instead of inviting cooperation. (negative behavior)

Appendix B (cont.)

Teacher Behaviors Covered in the Elementary

USU Pupil Self-Concept Program

Module 4--Self-Perception

1. Modeling (M)--The teacher makes favorable self-perception statements about herself as a model for her children.
2. Teacher Reinforcement (TR)--After a child makes a favorable self-perception statement about himself, the teacher gives him verbal reinforcement by: (a) Using an "I-statement" to voice her feelings about his remark; (b) Restating his remark; or (c) Agreeing with his perception of himself.
3. Teacher Extinction (TE)--After a child makes an unfavorable self-perception statement, the teacher either ignores the unfavorable remark or expresses her own feelings about the remark using an "I-statement". She avoids direct countering of such unfavorable self-perception.
4. Prompting (PR)--The teacher asks the child a question about himself. She words the question so that the child's answer may be either positive or negative. If positive, she will respond with TR; if negative she will use TE.
5. Elicits Praise (EP)--The teacher asks the child a question about himself. She words the question so the child's response will be positive.

Appendix C: Secondary Preliminary Field Test Data

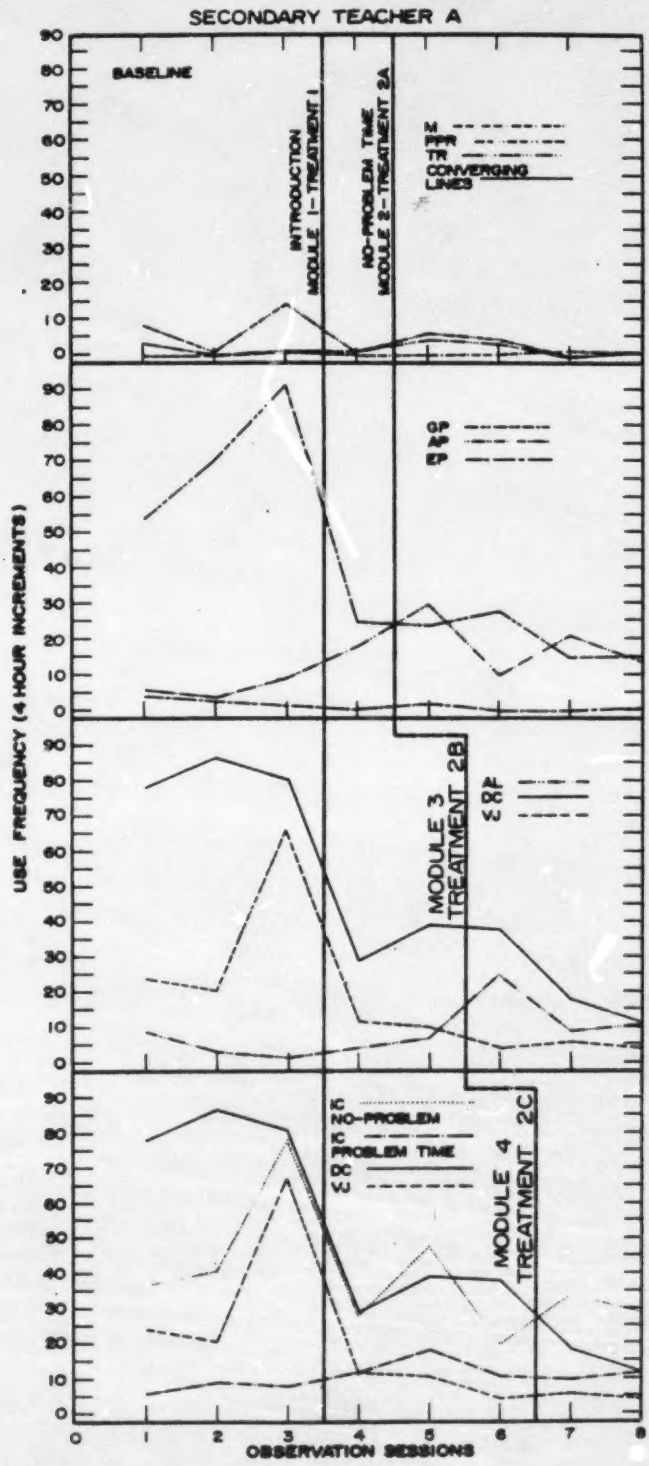

Figure 1. Module 2--Verbal Description for No-Problem Time, individual teacher use of Modeling, Teacher Reinforcement of Positive Pupil Remarks. Treatment 2A consisted of teaching the Module 2 behaviors between the fourth and fifth observation sessions.

Figure 2. Module 2--Verbal description for No-Problem Time, individual teacher use of General Praise, Appreciative Praise, and Evaluative Praise.

Figure 3. Module 3--Verbal Description When Students Own Problems, individual teacher use of Active Listening, Direct Commands, and Verbal Judgment. Treatment 2B consisted of teaching the Module 3 behaviors between the fifth and sixth observation sessions.

Figure 4. Module 4--Verbal Description That Invites Student Cooperation, individual teacher use of Inviting Cooperation during No-Problem and during Problem Time, Direct Commands, and Verbal Judgment. Treatment 2C consisted of teaching the Module 4 behaviors between the sixth and seventh observation sessions.

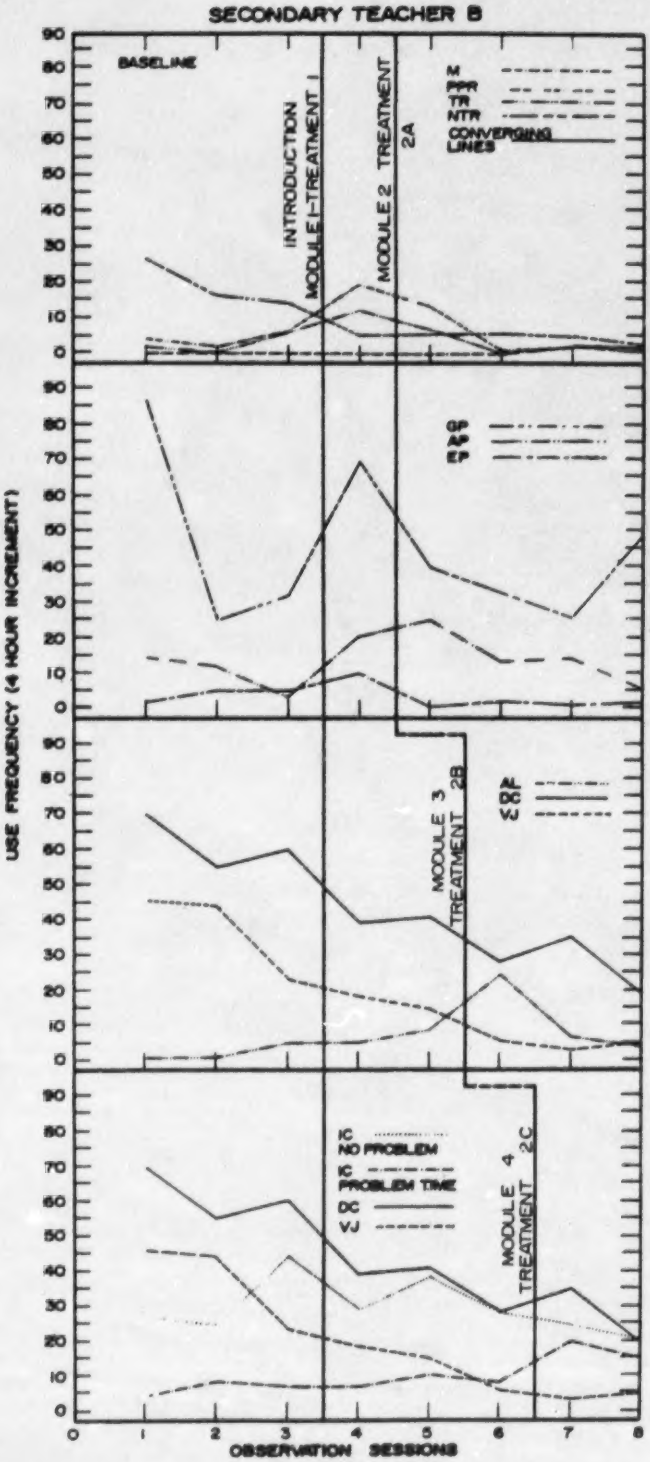

Figure 1. Module 2--Verbal Description for No-Problem Time, individual teacher use of Modeling, Teacher Reinforcement of Positive Pupil Remarks. Treatment 2A consisted of teaching the Module 2 behaviors between the fourth and fifth observation sessions.

Figure 2. Module 2--Verbal description for No-Problem Time, individual teacher use of General Praise, Appreciative Praise, and Evaluative Praise.

Figure 3. Module 3--Verbal Description When Students Own Problems, individual teacher use of Active Listening, Direct Commands, and Verbal Judgment. Treatment 2B consisted of teaching the Module 3 behaviors between the fifth and sixth observation sessions.

Figure 4. Module 4--Verbal Description That Invites Student Cooperation, individual teacher use of Inviting Cooperation during No-Problem and during Problem Time, Direct Commands, and Verbal Judgment. Treatment 2C consisted of teaching the Module 4 behaviors between the sixth and seventh observation sessions.

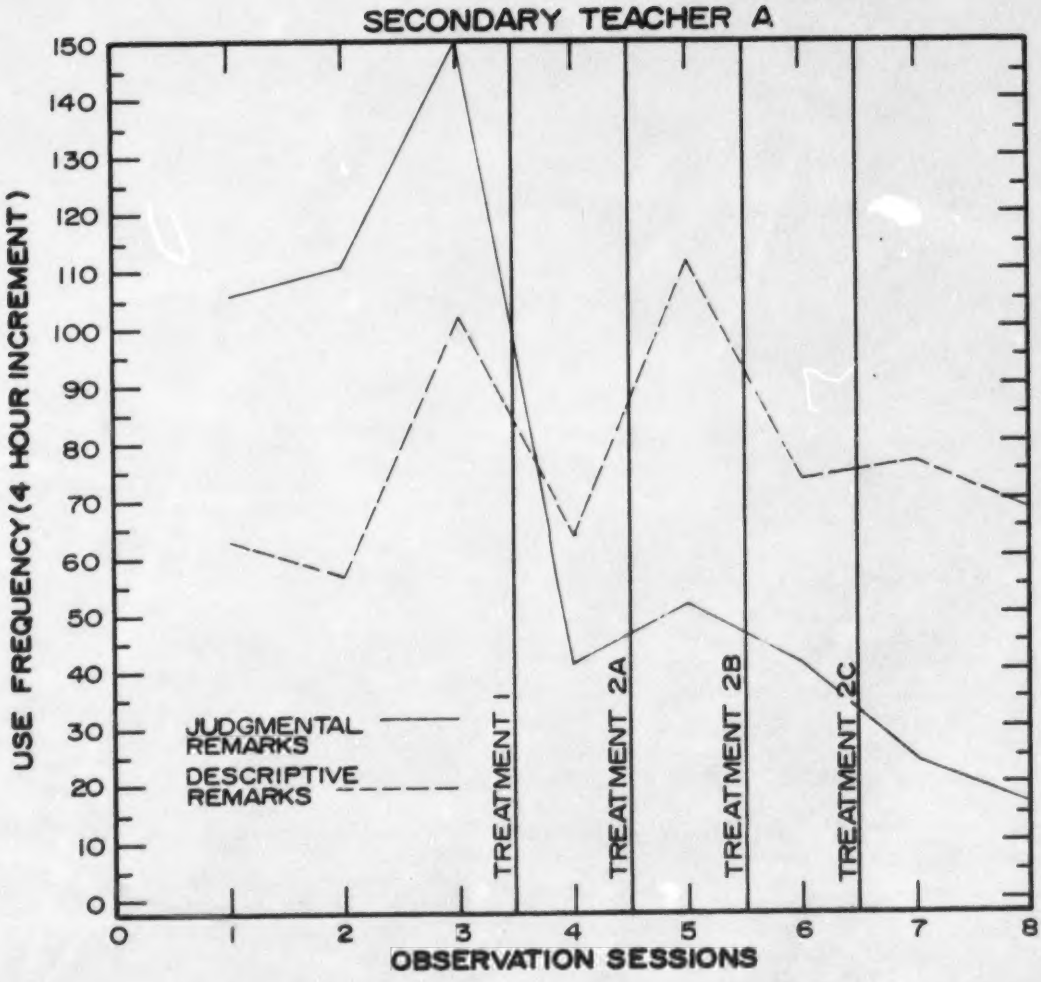

Figure 5: Descriptive Remarks versus Judgmental Remarks emitted

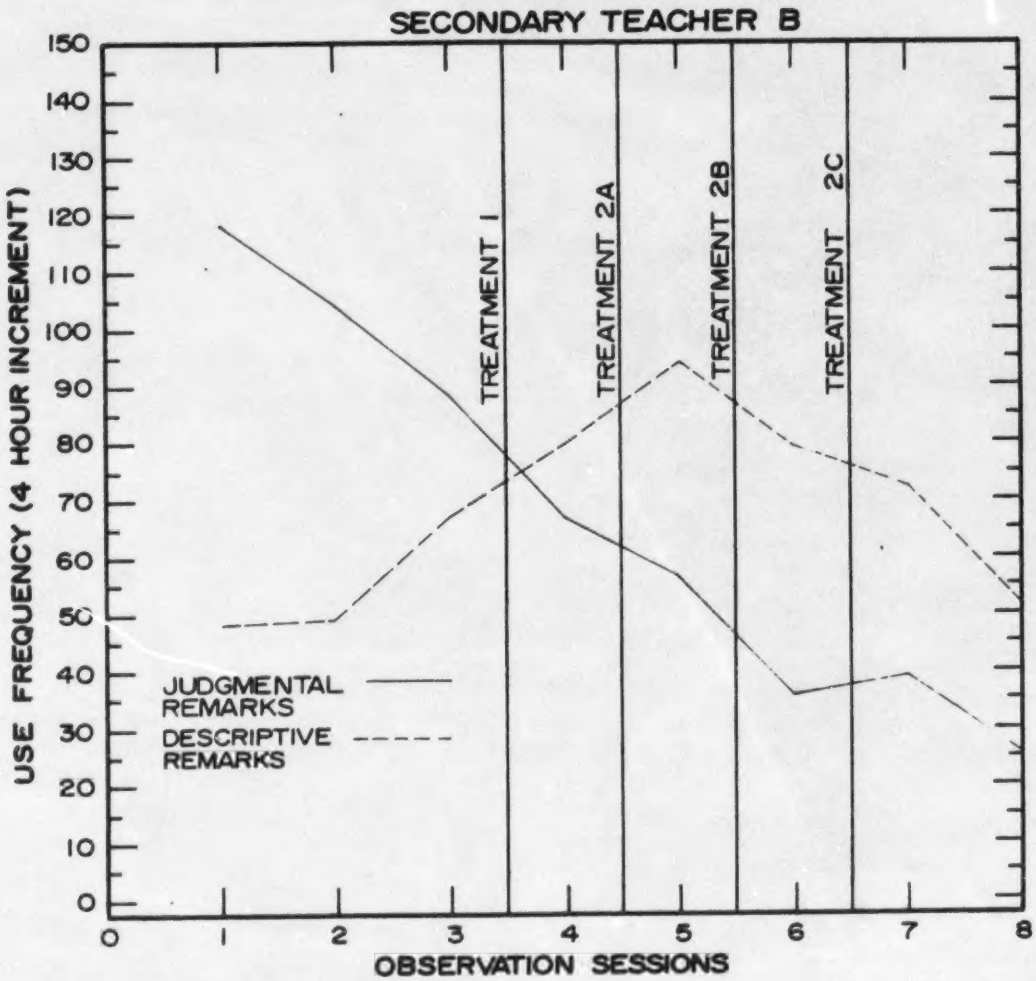

Figure 5: Descriptive Remarks versus Judgmental Remarks emitted

Table 6

Percent of Descriptive Remarks[a] Versus Percent of Judgmental Remarks[b] Emitted Before and After Training

	Teacher A	Teacher B
Baseline Judgmental Remarks	63%	66%
Criterion Judgmental Remarks	32%	34%
Baseline Descriptive Remarks	37%	34%
Criterion Descriptive Remarks	78%	66%

[a]Descriptive remarks are Modeling, Positive Prompts, Teacher Reinforcement, Appreciative Praise, Descriptive Prompts, Active Listening, and Inviting Cooperation, no-problem and problem time.

[b]Judgmental remarks are all Evaluative Praise, Direct Commands, and Verbal Judgment and Labeling, no-problem and problem time.

Appendix D: Objective Self-Concept Teacher Behavior Observation Form

SELF-CONCEPT OBSERVATION FORM

Teacher's Name	School	Gr.	Date	Observer

Observation Time Recorded:

Start	Finish	Tallied Non-interaction Time in minutes	Net Time

BEHAVIOR	TALLY	TOTAL
1. Modeling		
2. Positive Prompt		
Positive Pupil Remark		
Teacher Reinforcement		
3. General Praise		
4. Appreciative Praise		
5. Evaluative Praise		
6. Descriptive Prompts		
7. Active Listening		
8. Verbal Judgment		
9. Direct Commands		
Inviting Cooperation:		
10. No-Problem Time		
11. Problem Time (Concrete and Tangible Effect)		
Describes Situation		
Describes Concrete Effect		
Describes Teacher Feelings		
Describes Desired Behavior		
Teacher owns Problem FIRST		
Teacher & Student Own Prob. (Sudden Occurrence)		